

**U.S. DEPARTMENT OF HOMELAND SECURITY
FEDERAL LAW ENFORCEMENT TRAINING CENTER
OFFICE OF TRAINING MANAGEMENT**

TRAINING MANAGEMENT DIVISION



**Homeland
Security**

**LAW ENFORCEMENT INSTRUCTOR
IN-SERVICE TRAINING PROGRAM
LEIISTP**

SH 151

APR/05

Advance Information Package developed by:

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July, 2004 Revised by:

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This revision includes the addition of two new courses to the program: *FLETC Directive 94-01* and *Implementing Student-Centered Learning*. *e-Learning* was dropped in order to run the *FLETC Directive 94-01* pilot; *Student-Centered Learning* was replaced by *Implementing Student-Centered Learning*.

Implementing Student-Centered Learning requires that each participant bring one of their division's lesson plans to class on the first day. Methods will be explored that will allow the incorporation of more student-centered learning into that particular course.

April, 2005 Revised by:

Mary Latham

Personnel name changes made and an updated schedule inserted. Syllabus pages removed from package. Syllabus CD is given to students in their class package on first day of class.

ADVANCE INFORMATION PACKAGE

LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM (LEIISTP)

TABLE OF CONTENTS

GENERAL INFORMATION.....	4
Purpose of the LEIISTP.....	4
Standard Daily Schedule:	4
The Program:	4
Independent Study or Collaborative Team Project.....	5
Implementing Student-Centered Learning	5
Additional Program Information:	5
Sample List of Independent Study Topics	6
HOURS OF INSTRUCTION.....	8
Project/Topic Transmittal Form.....	9
Sample Schedule	10

LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM - LEIISTP

GENERAL INFORMATION

Purpose of the LEIISTP

The Law Enforcement Instructor In-Service Training Program (LEIISTP) is designed to certify Senior Instructors and law enforcement Program Specialists, and to provide a means of recertifying both Lead and Senior Instructors at the Federal Law Enforcement Training Center (FLETC). Graduation from the LEIISTP is essential to meet the FLETC requirements and to be eligible to receive a Senior Instructor Certificate or Law Enforcement Program Specialist Certificate. Others who desire to maintain their instructor certification may also attend this program.

The LEIISTP is a Center Advanced training program managed by the Training Methodologies Branch (TMB) of the Training Management Division (TMD). The program is offered approximately eight times annually to Center instructors and Partner Organization personnel assigned to Center programs. It is also open to Partner Organizations on a space-available basis. All LEIISTP participants must be graduates of the Law Enforcement Instructor Training Program (LEITP) or an equivalent.

The LEIISTP incorporates a variety of electronic and traditional instructional methodologies including: e-learning, internet research, demonstrations, discussions, group problem-solving activities, individual and team assignments, lectures, panels, role plays and skits. The program provides the participants with numerous opportunities to enhance and improve their instructional skills in order to continue to conduct quality and up-to-date law enforcement training.

Standard Daily Schedule: 7:30 a.m. to 4:30 p.m.

The Program:

The LEIISTP is a five-day program (approximately forty course hours) which consists of three days of courses and one day of individual work on an Independent Study or Collaborative Team Project. Day five of the program provides an opportunity for the individuals, or teams, to present progress reports on their independent projects.

Independent Study or Collaborative Team Project

As a participant in the Law Enforcement Instructor In-Service Training Program you have the opportunity to work on a topic of special interest to you. Each class member will be given one full day during the program (day four) to begin work on a topic, to conduct further research on a subject, or to finish a project you might have already begun. It is hoped that you will consider the independent/collaborative portion of the LEIISTP as an opportunity and a springboard toward the development of a study topic of your own personal choice. This project may also be regarded as progress toward achievement of one of your goals or objectives of your individual professional development plan. Therefore, make sure your supervisors are aware of your project.

You may explore the topic either individually or in collaboration with one or more colleagues. The subject should be something of definite interest to you and of some merit to the FLETC, to your particular FLETC division, to your own Partner Organization, or to law enforcement in general. The topic you choose should not be a simple rehash or outline of a subject you already teach, or a brief PowerPoint presentation of a topic you have been teaching for some time. It should be something you have wanted to investigate and prepare. You are encouraged to use this time on day four to your advantage.

On day five of the program you will present a progress report to the full class. This report might include: 1) the objective and purpose of the study, 2) the benefit it will provide to law enforcement instruction, 3) the milestones you hope to pass along the way to completion, and 4) the projected date you plan to finish the study.

At a time approximately six months after you have presented your report, you will be contacted by the Research and Evaluation Division (RED). You will be asked to provide an update on the progress of your study, and to specify any support or constraints you may have encountered that have either helped or hindered you in your endeavor.

Implementing Student-Centered Learning

In addition to the Independent Study topic, you will be asked to examine one of your own division's lesson plans to see how more student-centered learning might be incorporated into the lesson plan. Therefore, please ask your Division Chief to assign you one of your division's lesson plans for this purpose and bring it with you when you come to class. All LEIISTP participants will be given an opportunity to work on this project during the first day of class.

You may use the attached form on page 24 to provide the Training Methodologies Branch (TMB) with a description of your Independent Study project and the title and number of the particular lesson plan you will be bringing to class. Please submit this form without delay – by guard mail, fax, or email – well in advance of the start date of the program.

Additional Program Information:

Mary Latham, Training Technician, Training Methodologies Branch, extension 2996.

Sample List of Independent Study Topics

(A list of some of the topics that have been selected by prior participants.)

Adult Learning

Adult Learning Techniques in Law Enforcement (Collaboration Project)

Advanced Crime Scene Investigation Training Course

Advanced PowerPoint (graphics, photos, videos, hyperlinks, etc.)

Advanced Research Technology

After Action Reports for the CDC Process

ALERT International, Front-Wheel Drive Dynamics, Problems and Solutions

Areas of Basic Training That Need Additional Hours

Audit FAD CAIRS Ammunition Costs

The Behavioral Analysis of Law Enforcement Ethics

Building 15: Design and Set Up for Laboratory Studies

Case Organization and Training: Incorporation of a P. E.

Changes in the FITP Program

Chemical Agent Decontaminants

Combining AED and CPR in Basic PTD Programs

CRC for CLETP

Critical Incident Management

Curriculum Development (CDCs, CRCs)

Defensive Tactics Certification Requirements and Limitations

Development of a Trainee Stress & Stress Management Course for the LEITP

Development of an Adjunct to the Communication Lab "Blythe Island"

DITP: On-Range Instruction Lesson Plan

Dividing FITP Into Basic, and Lead or Master

Driver Training Vehicles: Problems and Solutions

The Drug Wipe Test

Emergency Action Plan

Emergency Tactics for Active Shooters in Federal Buildings

Ethical Behavior Scenarios for Discussion and Presentation

Exercise and the FLETC Use of Force Model

Feasibility of Consolidating the CCI in the CITP

FLETC Communications Center for Law Enforcement

FLETC Instructor Training Programs

FLETC Training Support

Gang Resistance Education and Training Program (GREAT) Feedback

The Global Positioning System (GPS)

Hands-On Weapons Skills Evaluation

Holding Students to a Higher Standard/Improving Professionalism

The Impact of the FAA & TSA on the FLETC

Instructional Aids

The Instructor as Leader: Probity or Problem

Instructor Ethics (exam question divulgence, plagiarism, etc.)

The Integration of Verbal Judo into the Conflict Management Framework

Intermediate Weapons
Land Transportation Security Course
Law Enforcement Compatibility Assessment
Law Enforcement Officer – Flying While Armed
Leadership
Leadership Styles – Traits of a Good Leader
Lesson Plan Repository Tracking System for BSD
Linux as a Computer Investigative Resource
Marine Anti-Terrorism and the Immigrant Threat
Marine Training Branch – Vessel Replacement Initiative
Media Relations Overview
Multiple Suspect Elimination
Multiple Suspect Elimination CBT
New PTD Training
Paperless Resource Tracking for the FAD
Photo Enhancement and Admissibility in Court
Pilot Program Organization for Submachine Gun Training Program
Post-Blast Video Project
Principles of Leadership
Professionalism
Professional, Administrative and Staff Introductory Training
Program Modification Process Routing Form for TMC
Project Skidcar
Proposal to Combine Portions of Two DMD Lesson Plans
Reassessing the Training Needs of Patrol Officers for the New Millennium
Reducing Training Redundancy through the LEO Training Program Model
Revision of Criminal Investigator Shotgun
Revision of Syllabus: Rifle Data Book
Seaport Security Overview for TSA Special Agents
Senior Instructor Mentoring
Sexual Harassment Directive: A Missing Critical Component
Sexual Harassment in Federal Law Enforcement
Slow-Speed Bike Skills Evaluation Form
Standardized Field Sobriety Test (SFST)
Stress for Law Enforcement Families
Student-Centered Learning in Patrol Procedures Lab
Tactical Boat Ops
Terrorism and Weapons of Mass Destruction
Three Elements of Keeping Communications Simple
Tire Spike Strip Related Officer Deaths
Train the Facilitators/Trainers – Delivering Effective Ethics Programs
Training Standards for Partner Organizations in the Field
Urban High Intensity Training Course
The Use of CBT in PRD Basic Programs
The Use of Simulations in Training
Vehicle Inspection Procedure for NEVO
Weapons of Mass Destruction Training Program P. E.

COURSE INFORMATION

LEIISTP HOURS OF INSTRUCTION

COURSE	LECTURE	LAB	P.E.	TOTAL
Course Development	1:00	2:00		3:00
Developing Lesson Plans	1:00	1:00		2:00
Ethical Issues in Law Enforcement	2:00			2:00
FLETC Directive 94-01	2:00			2:00
Independent Study or Collaborative Team Project		12:30		12:30
Implementing Student-Centered Learning	1:00	2:00		3:00
Instructional Systems Design – CBT	:30	2:00		2:30
Internet as a Research Tool	2:00	2:00		4:00
Introduction to Accreditation	:30	:30		1:00
Learning Environment Management	1:00	1:00		2:00
Problem-Solving Models	1:00	1:00		2:00
Student Assessment	1:00	1:00		2:00
TOTAL	13:00	25:00		38:00
Administration Time				2:00
Program Total				40:00

IN-SERVICE TRAINING PROGRAM – LEIISTP
Project/Topic Transmittal Form

(Your Name)

(Division)

(Phone Number)

INDEPENDENT STUDY or COLLABORATIVE TEAM PROJECT

My Independent Study Project is: _____ (Title of Project)

(Check one)

☐ I am working on
this project alone.

☐ I am collaborating on this project with: _____

Note: Day Four of the program is designated for you to work on your *Independent Study or Collaborative Team Project*. On Day Five you will present a 15-minute report on the project to the full class. If you have collaborative team members who are not part of this program, you may want to invite them to assist you with the Day Five report to the class.

IMPLEMENTING STUDENT-CENTERED LEARNING

I will be bringing the following lesson plan to the class on Day One:

(Lesson Plan Title)

(Lesson Plan Number)

Note: On Day One you will be asked to analyze one of your own division's lesson plans to see how more student-centered learning might be incorporated into the lesson plan. Therefore, please ask your Division Chief to assign a lesson plan to you for this purpose and bring it with you when you come to class. All LEIISTP participants will be given an opportunity to work on this project during the first day of class.

Please *guard mail, fax* or *email* this information, *prior to the training date*, to Mary Latham.

Guard Mail:

TMC

Mary Latham

Town House 382

Fax:

267-2691

Email:

mary.latham@dhs.gov

For information please call Mary Latham, Program Technician, at extension 2996.

Sample Schedule

FEDERAL LAW ENFORCEMENT TRAINING CENTER

LAW ENFORCEMENT INSTRUCTOR IN-SERVICE TRAINING PROGRAM

PROGRAM SPECIALIST: ED KING
 PROGRAM TECHNICIAN: MARY LATHAM
 EDUCATIONAL AIDE:

Revised: 4/05

BLDG. NO: 216
 ROOM NO: 129
 WEEK NO: 1

CLASS NO: LEIISTP-

AGENCY: MIXED

HOURS	MON (1)	TUE (2)	WED (3)	THU (4)	FRI (5)
7:30	5509 ORIENTATION AND TEAM BUILDING TMD	3033 INTERNET AS A RESEARCH TOOL	5506 COURSE/PROGRAM DEVELOPMENT PROCESS (7:30 - 9:45) PANEL DISCUSSION AT 8:30	5503 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT (WORKSHOP)	5523 INSTRUCTIONAL SYSTEMS DESIGN - CBT (TEAM REPORTS)
8:30	5534 FLETC Directive 94-01	BLDG. 212, ROOM _____ (INTERNET CAPABLE)			EAD
9:30					5503 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT PRESENTATIONS
10:30	TMD		EAD		
10:30	5533 IMPLEMENTING STUDENT- CENTERED LEARNING		5504 PROBLEM-SOLVING MODELS (10:00 - 11:30)		
11:30	EOD-1/CTD-1	CFI	BSD-1, EOD-1	TMD	FAD
11:30 LUNCH					
12:30					
12:30	5533 IMPLEMENTING STUDENT- CENTERED LEARNING	5507 INTRODUCTION TO ACCREDITATION OTM	5502 LEARNING ENVIRONMENT MANAGEMENT	5503 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT (CONT'D) (WORKSHOP)	5503 INDEPENDENT STUDY OR COLLABORATIVE TEAM PROJECT PRESENTATIONS (CONT'D)
1:30	CONTINUED (SCL PROJECT DEVELOPMENT	5523 INSTRUCTIONAL SYSTEMS DESIGN - CBT (SELF-STUDY) EAD	BSD		FAD
2:30	EOD-1, /CTD-1/TMD-1		5515 ETHICAL ISSUES IN LAW ENFORCEMENT TRAINING		5528 PROGRAM CRITIQUES AND GRADUATION * (Graduation time will vary, depending upon the length of the Independent Study or Collaborative Team Reports.)
2:30	3147 DEVELOPING AUTOMATED FLETC LESSON PLANS	5505 STUDENT ASSESSMENT		TMD	TMD
3:30	BLDG. 212, ROOM _____ (INTERNET CAPABLE)				
4:30	CFI	TMD	LC		
AFTER 4:30					LEIISTPshed.xls
	DISTRIBUTION: BSD, EOD, FAD, CFI, LC, OTO/FAP (Truesdell), EAD, CTD, TMD, TMB				